

RHODE ISLAND COLLEGE  
FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT  
DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION

COURSE NUMBER: PED 207 - 01  
Fall 2010 TUESDAY & THURSDAY 2 - 3:50 MC 068  
COURSE TITLE: Motor Skill Development for Life: Wellness I  
INSTRUCTOR: Dr. Robin Kirkwood Auld  
OFFICE: Murray Center 140  
OFFICE HOURS: M & W 11-12 noon; T 1-2 pm; Th. 4-5 pm; and by appointment  
TELEPHONE: 401 456-8880 e-mail : rauld@ric.edu

A. COURSE INFORMATION:

Prerequisites: PED 206

Required Texts:

Mitchell, S., Oslin, J., Griffin, L (2006). *Teaching Sport Concepts and Skills: A Tactical Games Approach*, 2<sup>nd</sup> ed., Champaign Illinois: Human Kinetics Books. (TS)

Mitchell, S., Oslin, J., Griffin, L. (2003). *Sport Foundations for Elementary Physical Education: A Tactical Games Approach*, Champaign, Illinois: Human Kinetics Books. (SF)

Class Format:

Classes will consist of a combination of lecture / discussion and gymnasium sessions led by the instructor and class members. Full participation in all class discussions and gymnasium sessions is expected. Class attendance is **vital**. Two absences will be allowed. All subsequent absences will affect the final grade (5 points per absence will be deducted). Two late arrivals or early departures will count as one absence. You are considered late when the instructor/peer begins presenting or quizzes/exams have been handed out. Teacher candidates are responsible for all announcements, assignments and material covered in class. Teacher candidates must check with peers about changes in the syllabus if absent from class.

Class Attire:

Appropriate workout clothes and sneakers are required for all sessions. Lack of appropriate attire will be reflected in the participation portion of the grade. No hats or jewelry will be allowed while participating in the gymnasium. Professional gymnasium attire is required for presentation to class.

B. COURSE DESCRIPTION:

Catalog Description:

Basic competencies are developed in a variety of team sports. Included are skill analysis, strategies, rules and history relevant to the activities. Emphasis is on team sports and their relationship to the development of wellness concepts. This course is offered fall and spring semester. It is a 3 credit course which meets 4 hours per week throughout the semester.

Extended Description:

Through lecture and laboratory experiences, teacher candidates will be introduced to all aspects of team sports. An understanding of basic movement and mechanical principles will be developed through skill analysis. Rules, history, equipment and lead up games will be discussed in addition to mastering skills and game concepts. Emphasis will be placed on game tactics for territorial, net/wall and striking/fielding games for both on-the-ball and off-the-ball positions. Traditional team sports, as well as those modified through the years, will be explored.

Relationship to Professional Programs:

This is a required course for Physical Education majors offered by the Physical Education Department. It provides teacher candidates an opportunity to learn basic techniques and tactics for a variety of team sports and activities. An understanding of these concepts is necessary to be able to evaluate performance and introduce team sports to others.

Relationship to Conceptual Framework and FSEHD:

Planning, acting and reflection are integral components occurring throughout this course. They can be evidenced most noticeably in specific student assignments such as researching a team sport then presenting it to the class. Through a computer generated lesson plan to show the skills and concepts teacher candidates will evaluate themselves, as well as others, for each sport presented. Teacher candidates will enhance their knowledge of a wide variety of team sports by exploring web sites to identify and research appropriate activities for the sports presented in class. A multicultural approach will be taken by introducing team sports from many different regions of the world.

C. COURSE OUTCOMES:

Teacher candidates will:

1. grasp an understanding of the principles of movement and be able to apply these principles when observing and executing movement patterns (C.F. Knowledge; RIPTS 1, 2; NASPE 1, 2).
2. be able to observe a skill and make appropriate adjustments in body mechanics (C.F. Knowledge; RIPTS 1, 2; NASPE 1, 2 ).
3. comprehend the terms basic movement, fundamental movement pattern, fundamental skill and sport specific skill as well as how they are related (C.F. Knowledge; RIPTS 1, 2; NASPE 1, 2).
4. understand the importance of incorporating the tactics of off the ball movement, on ball movement and dispossessing an opponent when learning skills (C.F. Knowledge; RIPTS 1, 2; NASPE 2).
5. understand and critique the tactical problems associated with team net, fielding and territorial games (C.F. Knowledge; 1, 2; NASPE 1, 2).
6. demonstrate an understanding of different drill formations/game types and when to use them (1, 2, 3, and 4).
7. learn and execute proficiently the skills and techniques/tactics needed for each sport (NASPE 1, 2)
8. be able to develop and follow a teaching progression for mastering each skill and tactic (C.F. Pedagogy; RIPTS 3; NASPE 1, 2, 3, 4).
9. understand the concepts and strategies for each sport (C.F. Knowledge; RIPTS 2; NASPE 2).
10. develop a resource book containing information on each sport presented for future reference (NASPE 1, 3).
11. become familiar with the tactical approach instructional model (C.F. Knowledge; RIPTS 2, 3; NASPE 1, 2).
12. be able to use the GPAI (NASPE 5)
13. learn activities that promote teamwork (RIPTS 6).
14. complete comprehensive research on various team sports (C.F. Knowledge; RIPTS 2, 3, 4; NASPE 3).

D. TENTATIVE COURSE SCHEDULE, TOPICS AND ASSIGNMENTS

8/31 T	Intro to Course Intro to Teaching Games for Understanding (Chap 9 SF)	9/2 Th.	Tactical Approach to Team Sports Chap 1 & 2 (TS & SF) Chap 3 & 15 (TS)
9/7 T	Tactical Approach to Team Sports	9/9 Th.	Fundamental Movement Observing for errors in technique

9/14 T	Skills & Game Concepts Spatial Awareness Games Team Tag Games	9/16 Th.	Offensive and Defensive Game Concepts on-and off-ball movement
9/21 T	Team Keep-Away Games (SF pp. 25-31) (Chap 3 SF)	9/23 Th.	Lead Up Games
9/28 T	Tactical Approach Progression Drill Types and Progressions	9/30 Th.	Complete Theories and Application of the TGM
10/5 T	Field Hockey (SF Chap 4 pp. 31-57)	10/7 Th.	Lacrosse (TS Chap 6)
10/12 T	NO CLASS (Mon. classes)	10/14 Th.	Soccer (TS Chap 4)
10/19 T	Speedball	10/21 Th.	Exam
10/26 T	Tactical Assessment (SF Chap 8, TS Chap 16)	10/28 Th.	Basketball (TS Chap 5)
11/2 T	Team Handball	11/4 Th.	Netball
11/9 T	Ultimate Frisbee	<b>11/10 W.</b>	Flag Football <b>No Class Thurs. 11/11</b> <b>(Veterans Day)</b>
11/16 T	Rugby (TS Chap 7)	11/18 Th.	Street/Floor Hockey
11/23 T	Volleyball (TS Chap 8, SF Chap 5)	11/25 Th.	NO CLASS (Thanksgiving)
11/30 T	Kickball SF Chap 6	12/2 Th.	Softball (TS Chap 11)
12/7 T	Cricket (TS Chap 12)	12/9 Th.	Tactical Assessment Resource File Due

Final Exam Week: Exam II

## E. COURSE REQUIREMENTS:

Point deductions will be made for each **calendar weekday** an assignment is late. No assignment will be accepted after one week of the due date. If there are any questions about a grade on a returned assignment or exam talk with the professor no later than one week after the grade was posted. Be sure to contact the professor immediately when the material becomes confusing, extra help is needed, or conflicts with class time arise. **Teacher candidates must use their RIC e-mail address for all correspondence. The instructor will use Blackboard and/or RIC e-mail addresses for announcements.**

1. **Health Questionnaire & Student Responsibility Forms:** The forms must be printed from the HPE Department web page for the second class meeting. Forms can be found by clicking on the “important information for teacher candidates” link.
2. Reading assignments need to be completed prior to the class for which they are assigned. Quick Quizzes may be given to reinforce comprehension of assignments (Outcomes 1, 3, 7, 11, 12).
3. Two written exams will be given, which will cover the rules, skill development, tactical problems, tactical solutions and game concepts for the sports indicated by the instructor. Exams will cover all reading assignments, handouts, articles lecture material and gymnasium activities. (Outcomes 1, 2, 3, 4, 5, 6, 8, 9, 11).
4. Complete a self evaluation for both techniques and tactics for 10 of the team sports presented in class (teacher candidates must evaluate volleyball, kickball, softball and either field hockey or lacrosse then choose 6 other territorial games – half of which must be off-the-ball tactical problems). **A score of 4 or 5 on the rubric must be achieved for the evaluation to count as one of the required 10 evaluations.** Refer to the assignment packet for what offensive or defensive on-the-ball skills/tactics and off-the-ball movement should be evaluated (starting with field hockey). **These are due the next class period after the sport is presented in class.**
5. Tactical Assessment: Teacher candidates will play as well as observe and critique a peer who is playing a designated sport using the Game Performance Assessment Instrument (Outcomes 1, 2, 4, 5, 9). Teacher candidates also will complete a written tactical assessment where they will be given a tactical problem to solve.
6. One lead up game for each team sport presented in class (except for the assigned sport). These are **due on the day the sport is introduced in class – starting with field hockey.** This game should be in your own words not copied or photocopied. **A printout of the original game found in a book, magazine or internet must be stapled to the lead up game.** The game write-up should be computer generated and contain the following headings:

**name of game**

**equipment used**

**boundaries**

**description of the game (object of the game, how the game starts, what the offense/defense can do, what happens if the ball goes O.B., a foul occurs, - restarts etc.)**

**rules (fouls and violations)**

**source (APA style)**

**diagram**

(Outcomes 6, 9, 11)

7. Prepare a Team Sport Analysis - Teacher candidates will be assigned a team sport to research. This may be an individual project or done in pairs depending on the number of teacher candidates in the class. The analysis will take a tactical approach in showing the techniques and tactics involved with the assigned sport. There are two parts to this assignment:
- A. class presentation:  
Teacher candidates will follow the designated format to introduce the rules, skills and tactics of the sport (**see assignment packet**) (Outcomes 1, 2, 3, 7).
- B. written report: This report is a computer generated paper following the designated format (**see assignment packet**). It is to serve as an introduction to the sport to be used as a reference by those who are unfamiliar with the activity. (Outcome 1, 2, 3, 7, 14).  
**The report is due one week prior to the assigned presentation date and may not be posted on Blackboard until reviewed by the instructor**
8. Develop a comprehensive electronic resource file containing every sport presented in class, class notes, games presented in the gymnasium and other related materials for team sports. This resource file is to be **completed individually and in your own words**. It is to be computer generated on a CD. It should follow the resource file requirements (**see assignment packet**) (Outcome 14).

F. EVALUATION:

10%	<b>Participation</b>
	<b>Technique and Tactical Proficiency</b>
10%	Instructor Evaluation
10%	Self Reflection
10%	Tactical Performance Evaluation
	<b>Written Assignments</b>
5%	Presentation
15%	Written Sport Analysis
10%	Lead up Games
10%	Written Tests
20%	Resource Book

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100%

Grading Scale

93 - 100	A
90 - 92	A-
87 - 89	B+
83 - 86	B
80 - 82	B-
77 - 79	C+
73 - 76	C
70 - 72	C-
67 - 69	D+
63 - 66	D
60 - 62	D-
59 - 0	F

## G. RESOURCES:

Bailey, G. (2004). *The Physical Educator's Big Book of Sport Lead-Up Games*, Camas, WA: Educators Press.

Carr, G. (1997). *Mechanics of Sport*. Champaign, IL: Human Kinetics.

Fronske, H(2000). *Teaching Cues of Sport Skills*, Allyn & Bacon.

Griffin, L. & Butler, J. (2005). *Teaching Games for Understanding: Theory, Research, and Practice*. Champaign, IL: Human Kinetics.

Hanlon, T. (1998). *The Sports Rules Book : Essential Rules for 54 Sports*, Champaign, IL: Human Kinetics.

Hopper, T., Butler, J., & Storey, B. (Eds.). (2009). *TGfU...Simply Good Pedagogy: Understanding a Complex Challenge*. HPE Canada.

Great Activities Newspaper, Great Activities Publishing Co.

Strategies : A Journal for Physical and Sport Educators. AAHPERD

[www.pecentral.com](http://www.pecentral.com)

[www.gameskidsplay.net](http://www.gameskidsplay.net)

[www.greatactivities.net](http://www.greatactivities.net)

[www.pelinks4u.org](http://www.pelinks4u.org)

## H. OTHER:

The instructor reserves the right to change the syllabus at any point in the semester. TEACHER CANDIDATES will be notified in class of any changes.

Teacher candidates' assignments may be duplicated and utilized anonymously for the Department's program folios, for purposes of accreditation. All information that identifies a document as belonging to a particular student will be removed before it is used.

## **RIC Academic Dishonesty Policy**

### **3.9.1 Academic Dishonesty\*** (As amended by the Council of Rhode Island College – 11/07/08)

Academic integrity is the foundation of the academic community. Students who violate College rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure or removal from a course, disciplinary probation, and/or dismissal from the College. Individual schools may have additional standards and policies related to academic honesty.

(a) Examples of Academic Dishonesty include (but are not limited to):

- Cheating: intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.
- Fabrication: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- Plagiarism: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise. The following are examples of plagiarism:

- i. Word-for-word plagiarism: This includes (a) the submission of another student's work as one's own; (b) the submission of work from any source whatever (print or electronic) without proper acknowledgement by footnote or reference within the text of the paper; (c) the submission of any part of another's work without proper use of quotation marks.
- ii. Patchwork plagiarism: This consists of a piecing together of unacknowledged phrases and sentences quoted verbatim (or nearly verbatim) from a variety of sources. The mere reshuffling of other people's words does not constitute original work.
- iii. Unacknowledged paraphrase: It is perfectly legitimate to set forth another author's facts or ideas in one's own words, but if one is genuinely indebted to the other author for these facts or ideas, the debt must be acknowledged by footnote or reference within the text of the paper (e.g., the above paragraphs are based largely on Sears, Harbrace *Guide to the Library and Research Paper*, p.39).

Many facts, ideas, and expressions are considered to be in the public domain or general knowledge and need not be acknowledged (e.g., the fact that the Declaration of Independence was signed in 1776; the idea that universal public education is essential to the survival of democratic institutions; such proverbial expressions as "A rolling stone gathers no moss," or "New York is a great place to visit, but I wouldn't want to live there,") but as a general rule, when one is in doubt, it is best to acknowledge the source.

- Collusion: facilitating academic dishonesty intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
- Deception: Providing false information to an instructor concerning a formal academic exercise, e.g. giving a false excuse for missing a deadline or falsely claiming to have submitted work.
- Sabotage: Acting to prevent others from completing their work. This includes cutting pages out of library books or willfully disrupting the experiments of others.
- Multiple Submissions: Submitting for credit, when a student has not been given permission to do so, any work that is the same or substantially the same as work that has been submitted for credit in another course. Many professors allow re-working or building on prior work; however, multiple submissions are permitted only with the prior permission of the instructor(s), and only when the student acknowledges the multiple submission in the work itself.

#### (b) Faculty Role

The faculty member has two clearly defined roles: first, to establish preventive measures; and, second, to ensure that detected instances of academic dishonesty are dealt with appropriately and reported. Preventive measures should include a statement to each class by the faculty member outlining expected standards of intellectual honesty and the necessity for such standards.

The faculty member should also maintain reasonable security of all examination materials and procedures. Generally, the faculty member should employ any reasonable methods to discourage acts of academic dishonesty. A faculty member may take action up to and including failing a student accused of academic dishonesty. Some often-used penalties include:

- i. A low or failing grade on the assignment in which the offense occurred.
- ii. An additional assignment.
- iii. Reduction of the final grade up to and including failure.
- iv. Any combination of the above.

In all cases, a report describing the nature of the dishonesty and the subsequent action taken by the faculty member shall be filed with the Vice President for Academic Affairs. Additionally, the faculty member may recommend that the Board of College Discipline recommend further action.

#### (c) Vice President for Academic Affairs Role

The Vice President for Academic Affairs shall maintain a file of any and all reports of academic dishonesty. At the discretion of the Vice President for Academic Affairs and depending upon the severity of the infraction, the student may be informed in writing about possible consequences of further infractions.

In the case of multiple infractions, the Vice President for Academic Affairs will refer the student's name to the Board of College Discipline for review and possible action.

d) Board of College Discipline role

The Board of College Discipline shall consider cases referred to it by a faculty member or the Vice President for Academic Affairs, and has the option to recommend any of the penalties ranging from those available to the faculty member to placing the student on academic probation or expelling the student from the College.

- i.* Appeal - Any student accused of academic dishonesty may appeal action taken by the instructor in a case to the Board of College Discipline.
- ii.* Appeals Procedure
  - Appeals or referrals to the Board will follow the standard procedure of the Board.
  - The Board shall inform the student, the faculty member, and Vice President for Academic Affairs of its decision.
    - A record of the cases concerning academic dishonesty will be kept in the Office of the Vice President for Academic Affairs.
    - A student may appeal the decision of the Board of College Discipline (concerning academic dishonesty) to the Vice President of Academic Affairs. Appeals may be considered on the basis of new information or procedural errors.

\* Rhode Island College Handbook of Policies, Practices, and Regulations. (2010, Spring). Chapter 3: Academic policies and procedures. Pp. 32-34, section 3.9.1.

**Students with Disabilities: Request for Reasonable Accommodations**  
(<http://www.ric.edu/disabilityservices/faq.php>)

Once accepted to the College, students with disabilities who want to request reasonable accommodations MUST contact and make an appointment with the Disability Services Office. The process of registering as a student with a disability includes three elements in order to be considered complete:

- Students are required to make an appointment to meet with the Office of Disability Services, Craig Lee, Room 127, 456-8061.
- Students should bring to this appointment, documentation of the disability from a qualified licensed professional. (See [Disability Verification Documentation](#).)
- A Release of Information form must be signed by the student allowing the Disability Services Office to verify registration and eligibility for accommodations.